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ABSTRACT

Thirty-five annotations from the ERIC system discuss the problems of vandalism and violence in the schools, touching on causes, prevention, solutions, security methods, and programs and responses advocated and used by various groups. (Author/MLF)

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ERIC Abstracts on:

School Vandalism and Violence

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Resumes

on

School Vandalism and Violence

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PREFACE

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The ERIC Clearinghouse on Educational Management, one of several clearinghouses in the system, was established at the University of Oregon in 1966. The Clearinghouse and its companion units process research reports and journal articles for announcement in ERIC's index and abstract bulletins.

Research reports are announced in *Resources in Education (RIE)*, available in many libraries and by subscription for $42.70 a year from the United States Government Printing Office, Washington, D.C. 20402. Most of the documents listed in *RIE* can be purchased through the ERIC Document Reproduction Service, operated by Computer Microfilm International Corporation.

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Philip K. Piele
Director, ERIC Clearinghouse
on Educational Management

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INTRODUCTION

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To compile each list, the *RIE* subject indexes are searched, using key terms that define the topic. The documents are selected on the basis of their currency, significance, and relevance to the topic.

For this compilation on school vandalism and violence, the index terms used are SCHOOL VANDALISM, SECURITY, VANDALISM, and VIOLENCE. The documents discuss the problems of vandalism and violence in the schools, touching on causes, prevention, solutions, security methods, and programs and responses advocated and used by various groups. The listing is complete for all issues of *RIE* through November 1975 and includes documents processed by this and other clearinghouses.

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1. Baughman, Paul, and others. *Vandalism and Its Prevention.* n.p.: School Building Committee, Southern Section, California Association of School Business Officials, 1971. 29 pages. ED 091 829 MF $0.76 HC $1.95.

   As a result of the sharp increases in the costs of vandalism in the last few years, technical developments in intrusion devices have been rapid. This report provides an overall view of vandalism prevention, emphasizing the various devices for detecting and reporting unauthorized entry into buildings and giving information about the activities of those who have entered. Stress is placed on the deterrence of vandalism through the use of appropriate materials and design in school buildings. An annotated bibliography provides guidance for those who wish to pursue the subject further.

2. Bayh, Birch. *Our Nation's Schools—A Report Card: "A" in School Violence and Vandalism. Preliminary Report of the Subcommittee to Investigate Juvenile Delinquency, Based on Investigations, 1971-1975.* Washington, D.C.: Senate Committee on the Judiciary, Congress of the United States, 1975. 40 pages. ED 104 005 MF $0.76 HC $1.95.

   Since 1971 the Senate Subcommittee to Investigate Juvenile Delinquency has held 55 days of hearings and received testimony from 419 witnesses on topics including the extent and causes of drug abuse, runaway youth, school dropouts, and the confinement of juveniles in detention and correctional facilities. A questionnaire designed to obtain categorized information about the extent and scope of violence, vandalism, and dropouts for the school years 1970-71, 1971-72, and 1972-73, was sent to the superintendents of 757 school districts with an enrollment of 10,000 or more pupils ranging from grades K-12. In addition, the subcommittee corresponded with 50 school security directors requesting any available information they desired to contribute. This report discusses the information obtained from these sources, together with various additional studies of school violence and vandalism. The first section of the report is a general overview of some of the trends and causes of school violence and vandalism throughout the country. The second section is a regional breakdown of the findings. The third and fourth sections deal with federal and state legislation in this area, and the final section details the subcommittee's future goals.

3. Berger, Michael Louis. *Violence in the Schools: Causes and Remedies. Fastback No. 46.* Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1974. 32 pages. ED 098 273 MF $0.76 HC $1.95. (Also available from Phi Delta Kappa Educational Foundation, Box 789, Eighth and Union, Bloomington, Indiana 47401. $0.50.)

   Despite disagreement over how large a problem crime and violence actually are, there can be little question that violence affects school life. The concern here is to assess the probable causes of such actions and to offer possible remedies for them. No one really knows the exact degree to which violence stems from the child, the home, the community, the school, or some combination of all these. It cannot be denied that urban society tends to be a violent one, and that aspects overflow into the school. On the other hand, it must be admitted that some antisocial behavior originates within

the school and that some is reinforced by policies and attitudes found in the school. It must be remembered that the school is never really a separate enclave that can remain untouched by the society it serves. Nonetheless, it might be said that the schools contribute to their own problem of crime and violence in three areas: governance, interpersonal communication, and leadership. Immediate measures are preventive. They do not provide remedies for the causes of urban school violence. We must concentrate our greatest efforts on changing the values and attitudes of those who attend and manage our schools. We must develop strategies to create an environment where students, teachers, and administrators can resolve conflicts peacefully.

4. Burns Security Institute. *National Survey on Library Security*. Briarcliff Manor, New York: 1973. 40 pages. ED 080 131 MF $0.76 HC $1.95.

As educational and cultural centers, public libraries are in the mainstream of American life. Persistent library crime, such as pilferage, theft, and vandalism, represents much more than financial loss. It deprives the public of access to irreplaceable books, rare manuscripts, and other reference materials. Equally important, it inflicts hardships on budget-tight libraries wishing to replace increasingly expensive books. In recognition of such factors, Burns Security Institute, a private research unit devoted to the study of crime and how to better cope with it in the institutional, industrial, and commercial areas, undertook a national survey on library security. Two-page questionnaires were returned by 255 public libraries in 39 states with annual circulation totaling more than 92 million volumes. The items covered in the survey and reported on in this volume are book theft, security controls, fire alarms, burglary alarms, guards, book recovery, overdue books, exhibits protection, violent crimes, major security problems, and security improvement.

5. California State Department of Education. *A Report on Conflict and Violence in California's High Schools*. Sacramento: 1973. 36 pages. ED 103 505 MF $0.76 HC $1.95.

The Task Force on the Resolution of Conflict was given the responsibility of examining the extent and nature of conflict and violence in high schools in California. To carry out that responsibility, the task force sought to identify factors that could contribute to tension-provoking and conflict-producing situations and to identify those plans and programs designed to alleviate or remediate such situations. Specifically, the task force sought to collect data of an objective and subjective nature on separate incidents of conflict and tension and to organize the data in a manner that would allow for a comprehensive assessment of the nature and prevalence of the incidents; and, to identify programs and procedures that have proven effective in preventing and ameliorating conflict on high school campuses. The task force used six major sources of information to accomplish its objectives: surveys, interviews, documents, newspaper reports, workshops, and emergency plans. The task force conducted a mail survey of over 300 California high schools and collected onsite responses to an attitude scale from approximately 1,000 persons in 32 schools. These administrators, students, teachers, parents, and community representatives were also interviewed, as were more than 60 scholars, public agency representatives, and government officials.

6. Coppock, Nan. *School Security. Educational Management Review Series, Number 23.* Eugene: ERIC Clearinghouse on Educational Management, University of Oregon, 1973. 6 pages. ED 083 664 MF $0.76 HC $1.58. (Also available from the ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403. Free.)

   School security encompasses a larger area than it did a decade ago. Whereas it used to imply the need to provide a safe educational environment for students, it now connotes the protection of all school personnel, facilities, and equipment. Moreover, the concern in school security has moved from accidental to deliberate losses. The single greatest problem is crime—crimes against people and crimes against property. This review discusses the development of an adequate school security program: identifying security problems, selecting a security director, establishing policies, and instituting preventive measures. Types of prevention covered are manufactured devices, guard personnel, and student and community volunteers.

7. Coppola, John B. "An Orientation and Training Program for Security Officers in an Urban High School." Submitted in partial fulfillment of Ph.D. requirements, Nova University, Florida, 1975. 255 pages. ED 108 333 MF $0.76 HC $13.32.

   The purpose of this practicum was to test the effectiveness of a security training program at Trenton Central High School. A professional, trained security force was necessary to reduce school crime. A training program lasting eight and one-half months was instituted. A pilot study at the end of the training program compared the attitudes of security officers, students, and staff at Trenton Central and another secondary school in the district. The results show that the training program improved relationships among students, staff, and officers and created a professional force. The trained security officers contributed to the reduction in school crime and civil suits against the school.

8. Coursen, David. *Vandalism Prevention. NAESP School Leadership Digest Second Series, Number 1. ERIC/CEM Research Analysis Series, Number 16.* Arlington, Virginia; and Eugene, Oregon: National Association of Elementary School Principals; and ERIC Clearinghouse on Educational Management, University of Oregon, 1975. 32 pages. ED 111 051 MF $0.76 HC $1.95. (Also available from National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209. $2.50 single copy; $25.00 complete series of 12 issues.)

   There are two basic types of vandalism—malicious and nonmalicious. Both types can be controlled, but the methods of control differ. Most of the literature deals with malicious vandalism. Perhaps because security appears to be the only way to control malicious vandalism, it is often made the focal point of antivandalism programs. The most important consideration is the relationship between the cost of a security system and its potential value to the school. A comprehensive antivandalism program using security devices as part of an overall plan is often suggested. Unfortunately, the literature is full of suggestions and assertions, but remarkably short on concrete facts documented by scientific research. There are two basic approaches to controlling

malicious vandalism. Deterrent programs treat vandalism symptomatically, usually by emphasizing school security. The diagnostic approach attempts to prevent vandalism by attacking its causes. Thoughtful building design can greatly reduce nonmalicious vandalism. The well-designed building will be less vulnerable to all kinds of damage—malicious, nonmalicious, and even wear and tear.

9. Educational Facilities Laboratories. *Designing Schools to Minimize Damage from Vandalism and Normal Rough Play*. New York: 1974. 8 pages. ED 088 223 MF $0.76 HC $1.58.

   School districts are reluctantly paying for repairing property damage that might not have occurred had the buildings and sites been better designed. A study to determine what designers and owners can do to prevent or diminish damage to schools through more careful planning and design reveals five major design issues pertinent to the problem of property damage in schools. The first three, access to roofs, entrances, and predictable rough play spaces, relate to the question of access and the proximity of rough activities to unprotected windows and fragile hardware. The other two design issues relate to the liability of walls and ground materials to damage. This report deals with one aspect of the solution—what to watch for when designing new schools.

10. Educational Research Council of America. *Youth and the Law. First Edition 1973.* Cleveland: Social Science Program, 1973. 145 pages. ED 087 652 MF $0.76 HC not available from EDRS. (Available from Educational Research Council of America, Rockefeller Building, 614 Superior Avenue West, Cleveland, Ohio 44113. $3.00.)

    This student book for the nine-week, junior-high course "Youth and the Law" addresses juvenile delinquency. The content is organized by chapters dealing with growing up, juvenile crime, causes of delinquency laws, vandalism and shoplifting, and four case studies in delinquency. The students are asked to consider what adolescence is and how it relates to social problems in our society, the seriousness of juvenile crime, why laws are necessary, common temptations for adolescents that lead to crime, and special laws and legal rights that apply to adolescents. In each chapter the student is asked to either consider or discuss questions on content. The discussion questions are coded for the student according to involvement: a simple answer or statement of fact, a more complicated answer calling for discussion and perhaps without a clear-cut solution, and an answer involving research or a sophisticated discussion guided by the teacher. The following document (ED 087 653) is the teacher's guide for this student book.

11. Educational Research Council of America. *Youth and the Law. First Edition 1973. Teacher's Guide.* Cleveland: Social Science Program, 1973. 169 pages. ED 087 653 MF $0.76 HC not available from EDRS. (Available from Educational Research Council of America, Rockefeller Building, 614 Superior Avenue West, Cleveland, Ohio 44113. $6.00.)

    This teacher's guide to the nine-week, junior-high course "Youth and the Law"

provides a conceptual framework around the facts of the student book of the same title (ED 087 652) that deals with broad issues of law and responsibility. The guide helps the teacher convey the value of law and helps the student channel his energy, positively, in the realm of law and order. The teacher's guide emphasizes student involvement in the process of inquiry as reflected in the question-orientation of the student book and as an inherent aspect of any of the eight suggested themes through which the teacher and student might explore the content of the book. The broad concepts of each chapter are categorized in intellectual disciplines, such as sociology-anthropology, facilitating an evaluation of the entire course in terms of cognitive performance objectives (questions) for each discipline listed in the guide. The specific content of each chapter is outlined, filled out with background material and question notes, and augmented by activities and resource materials to promote student involvement. A bibliography of resources for students and teachers completes the guide.

12. Edwards, L. F. "How to Reduce the Cost of Vandalism Losses." Speech given at National School Boards Association annual convention, Philadelphia, April 1971. 10 pages. ED 054 519 MF $0.76 HC $1.58.

    This speech discusses security measures that could be implemented in school buildings to reduce vandalism and its associated costs. Some suggested methods for reducing vandalism include (1) employment of security guards, (2) 24-hour deployment of custodial staff, (3) installation of unbreakable doors and tamper-proof locks, and (4) use of an intrusion detection system. Several anti-intrusion systems are described briefly.

13. Freese, William C. "Building and Contents Insurance." Paper presented at Iowa Association of School Business Officials annual conference, Council Bluffs, April 1971. 6 pages. ED 056 383 MF $0.76 HC $1.58.

    Insurance coverage of school buildings and contents is becoming increasingly difficult to obtain, and increases of 50 percent or more in the premium are not uncommon. Methods of reducing premium increases are outlined in this speech.

14. Fresno City Unified School District. *Survey of Burglary and Vandalism Occurrence and Preventative Measures in Twenty-Five Large California School Districts. Summary Report.* Fresno: Office of Planning and Research Services, 1973. 17 pages. ED 077 104 MF $0.76 HC $1.58.

    Twenty-three California school districts responded to a burglary and vandalism survey conducted by the Fresno Unified School District burglary and vandalism prevention project, which represents the first phase of a developing program to reduce vandalism occurrences and improve recovery of losses. This summary compiles survey data on 18,000 occurrences of damage or loss to buildings, glass, equipment, buses, and non-specified areas amounting to $4,500,000. The total loss recovery by all techniques utilized in the 23 reporting districts amounted to $432,000, with an average recovery percentage of 9 percent. Reported onsite antivandalism techniques include the use of fencing, floodlighting, lexan/plexiglass windows, protective screening, burglar

alarm systems, security patrols, and guard dogs. Survey results also reflect administrative measures taken, such as community action committees, neighborhood school alert systems, publicity campaigns, telephone "hot lines," police cooperation, and court cooperation. However, from the evidence reported, it appears that no effective means of preventing burglary and vandalism occurrences have been developed, and several suggestions are made for improving preventative measures.

15. Grealy, Joseph I. "How Can School Security Be Strengthened?" Speech given before American Association of School Administrators annual convention, Atlantic City, February 1974. 7 pages. ED 087 115 MF $0.76 HC $1.58.

    The primary function of a school system is to educate; however, the safety and security of personnel and facilities must be guaranteed. The author suggests that the only way such a guarantee can be effected is by selecting a person who has the background ability to organize a system that will ensure the safety and security of people and property. The particular approach will be guided by the size and problems being experienced by the individual school system. A qualified person with a sound program will not only help school administrators avoid frustrating and disruptive situations but will also save funds that are being drained from budgets as a result of acts of vandalism.

16. Grealy, Joseph I. "Making Schools More Secure." Paper presented at American Association of School Administrators annual convention, Dallas, February 1975. 16 pages. ED 108 352 MF $0.76 HC $1.58.

    The author, currently president of the National Association of School Security Directors, citing many specific incidents of school vandalism and personal assault and battery, states that the safety and security of school personnel and facilities are necessary requirements for effective education. The author's approach to a school security program is to determine the facts and involve the students, parents, and the school. Many school systems have implemented an alternative school program that attempts to identify a disruptive student's problem, treat it, and get him back into his regular classroom as quickly as possible. The federal Juvenile Justice and Delinquency Prevention Act of 1974 lists five techniques to deal with the prevention of juvenile delinquency, and one of them utilizes programs in elementary and secondary schools.

17. Greenberg, Bernard. *School Vandalism: A National Dilemma. Final Report.* Menlo Park, California: Stanford Research Institute, 1969. 43 pages. ED 035 231 MF $0.76 HC $1.95. (Also available from Publications Department, Stanford Research Institute, Menlo Park, California 94025. $1.00.)

    A description of a research program on school vandalism discusses many interrelated problems and identifies solutions that have been applied in selected school systems. Deficiencies in attempts to control vandalism either through technological or other security means are highlighted. Also included is a description of a research program to develop well-defined solutions that should be pursued if any real, long-term progress is to be made in reducing the level of vandalism existing in the schools.

18. Institute for Development of Educational Activities. *The Problem of School Security. An Occasional Paper.* Dayton, Ohio: 1974. 28 pages. ED 098 671 MF $0.76 HC $1.95. (Also available from I/D/E/A/, Mail Orders, P.O. Box 628, Dayton, Ohio 45419. $2.00, payment must accompany order.)

School security directors, educators, and social scientists met in conference to explore in depth the causes of school crime and to recommend realistic means of containing and minimizing it. The conferees made the following recommendations. All school administrators should set up an appropriate recordkeeping system in order to pinpoint patterns of school crime in an effort to anticipate problems. Oversized schools that foster an impersonal atmosphere must be reorganized to create smaller units that give rise to a feeling of community among the students. Increased involvement of students and citizens in all aspects of school life is imperative if the schools are to offer a safe and humane environment for all. School systems must make available appropriate program alternatives and options that will provide substance and meaning to the broad range of student abilities to be served. If the rate of crime reaches a point at which it is necessary to employ security personnel, the school system should employ a professional staff with a law enforcement background rather than use guards and uniformed police in the halls. Substantial resources should be allocated for the development of curricula that emphasize the teaching of moral and ethical values.

19. Jones, J. William. *Discipline Crisis in Schools: The Problem, Causes and Search for Solutions. Education U.S.A. Special Report.* Arlington, Virginia: National School Public Relations Association, 1973. 67 pages. ED 082 363 MF $0.76 HC not available from EDRS. (Available from National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209. Stock No. 411-13445, $4.75, prepayment requested.)

Statistics bear out comments by concerned administrators that across the nation teachers are working in a state of fear, at times subjected to assaults, harassment, intimidation, and rape, and that unlawful and violent acts by students on campuses occur so much more openly and defiantly than in the past that the physical safety of individual students is in jeopardy. This report explores the causes of this breakdown in discipline and discusses conflicting viewpoints on what to do about the problem, including whether or not corporal punishment should be permitted. The report also examines what courts have said about discipline. In discussing solutions to the problem, the report examines the use of drugs to control hyperactive children and provides guidelines for teachers and parents.

20. Kiernan, Owen B. *School Violence and Vandalism.* (Statement to Subcommittee to Investigate Juvenile Delinquency, U.S. Senate Committee on the Judiciary.) Washington, D.C.: National Association of Secondary School Principals, 1975. 15 pages. ED 106 987 MF $0.76 HC $1.58.

The speaker notes the rise in the rate of violence and vandalism in the schools and cites a poll indicating how important secondary school principals think the problem is. He lists a number of factors contributing to school crime—the breakdown of the family

and family control, glamorization of violence on television and film, street crime, drug abuse, anonymity in the neighborhood and school, a philosophy of self-serving expediency, subgroup solidarity with no allegiance to the larger society, and contempt for the value of personal and public property. Six contributing factors, perhaps seen more clearly by secondary school principals than by other citizens, are lethargic courts, openness of schools, student rights, teacher apathy, parent ignorance and/or indifference, and the collateral curriculum (the influences on a child that do not come from the school). The speaker recommends the enactment of legislation similar to the Safe Schools Act, prompt attention by the courts to acts of alleged crime in the schools, curriculum reform to meet the heterogeneity of student needs, involvement of students in all programs, and establishment of innovative programs such as using "trailer watchers" on school grounds.

21. Licht, Kenneth F. "School Security and Safety." Speech given before Association of School Business Officials annual meeting, Chicago, October 1972. 7 pages. ED 070 167 MF $0.76 HC $1.58.

    The author contends that safety and accident prevention should be given primary consideration in a school system's risk management program. He argues that accidents and losses are symptoms of defects in the management system. Two classes of loss discussed are (1) accidental—injury/loss resulting from unintended events and (2) purposeful—losses rising out of criminal activity such as arson, vandalism, theft, riots, and so forth. Insurance is seen as a last resort in risk management, since insurance covers only direct loss and indirect losses are at least four times as great. A three-phase safety and security program is described that emphasizes prevention of the event (for example, accident or criminal activity), mitigation of consequences (minimize injury/loss resulting from accident/criminal activity), and maximization of salvage (emergency medical treatment, cleanup, and return to normalcy).

22. Martin, Ron G. "Current Trends of Periodical Circulation Policies Relative to Attitudes by Librarians toward Causes of Mutilation and Theft in 92 Four-Year Colleges and Universities." Report of a graduate research project in library science, University of Missouri—Columbia, 1972. 29 pages. ED 089 724 MF $0.76 HC $1.95.

    This study was designed to accomplish three objectives relating to periodical circulation in college and university libraries: (1) to establish present circulation policy trends, (2) to obtain attitudinal information on mutilation and theft of periodicals from serial librarians, and (3) to ascertain if there are any workable methods of preventing damage to periodicals. Four-page questionnaires were sent to 126 institutions that met the criteria of being four-year schools offering undergraduate and graduate programs, having over 1,000 students, and receiving 1,000-3,000 current periodicals. The 92 replies were tabulated in simple percentages for each item of the questionnaire. Results indicated no correlation between size of enrollment and/or collection and the degree of mutilation of periodicals. Most libraries are not moving toward a liberal circulation policy. Librarians whose collections experienced little mutilation or theft credited this to their circulation policy, while librarians with problems in this area

tended to blame the students, not their policy. Finally, despite much experimentation, no really effective security system yet exists.

23. McPartland, James M., and McDill, Edward L. *High School Rules and Decision-Making Procedures as Sources of School Stability. A Report.* Baltimore: Center for the Study of Social Organization of Schools, Johns Hopkins University, 1974. 23 pages. ED 091 870 MF $0.76 HC $1.58.

    The School Organization Program of the Center for Social Organization of Schools is currently concerned with authority-control structures, task structures, reward systems, and peer group processes in schools. This report, prepared by the School Organization Program, examines one aspect of authority-control structures in high schools—content of school rules and procedures for deciding them—to determine their relationship to school stability. The analyses of survey data from 3,450 students in 14 urban high schools show that a school's stability (rates of truancy, vandalism, and protests) is related to its procedures for deciding rules as well as to the content of the school rules. The results are discussed in terms of Lipset's theory of legitimacy and effectiveness as sources of stability in societies.

24. Murphy, Hilton H. "Vandals, Arsonists, Bombs, Dogs." Paper presented at American Association of School Administrators annual convention, San Francisco, March 1973. 5 pages. ED 077 111 MF $0.76 HC $1.58.

    An administrator tells how the Toledo public schools developed security plans to minimize damages resulting from student unrest. According to the author, the first step taken by the Toledo schools was to take a strong stand against violence at athletic events. Next, they established a systemwide lighted school program and emphasized total community involvement in after-school use of school buildings. The third step involved the development and passage of the Toledo Safe Passage to School Law that fines or jails those convicted of assault (either physical or verbal) on a student or any other person going to or from school or on school grounds. Finally, they established a sophisticated radio-telephone communications system to cover basic school security and a public relations program that covers permits for use of school facilities by both inschool and out-of-school groups.

25. National Committee for Citizens in Education. *Violence in Our Schools: What to Know about It—What to Do about It.* Columbia, Maryland: 1975. 52 pages. ED 111 083 Document not available from EDRS. (Available from National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, Maryland 21044. $1.00, quantity discounts.)

    This handbook for parents and citizens does not emphasize assessment of the scope of violence in the schools so much as it emphasizes the way parents and citizens can better understand the many factors that make the problem and may lead to its modification. The handbook begins by examining how citizens can become involved in the schools, what they need to know, and who—teachers, students, community members,

and the people who take care of the building—must be involved in a school security plan. The handbook goes on to discuss the training of security people, the physical plant, equipment, the educational program, school policies, discipline, and implementation of the security plan. Extensive appendixes cover a wide range of information related to violence in the schools, including results of a survey on the extent of violence in the schools, recent Supreme Court decisions on student rights, and sources of further information.

26. National Education Association. *Danger—School Ahead: Violence in the Public Schools.* Washington, D.C.: [1975]. 14 pages. ED 104 005 MF $0.76 HC $1.58.

This report describes a study of violence in the schools of Compton, California, by a special team from the National Education Association. The study team examined the economic and social environment of the Compton community and how that environment contributes to an atmosphere of neglect and unrest in the area's schools. The study team also identified a number of other factors that are partially responsible for the recent increase in school violence: the increasing depersonalization of society and social institutions, including the schools; the increasing alienation of youth as a result of national economic and political events; the alienation of students by inflexible and outmoded educational practices; and the belief of many students that violence is a fundamental part of our society. In addition, the report discusses the responsibilities of parents, teachers, school administrators, and students, and suggests ways that each group can help prevent crime and violence in the schools.

27. National School Boards Association. *School Board Policies on School Safety and Security. Educational Policies Development Kit.* Evanston, Illinois: 1973. 28 pages. ED 082 315 MF $0.76 HC not available from EDRS. (Available from National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201. Kit No. 73-74, 1-3 kits $2.00, quantity discounts.)

This report provides board policy samples and other policy resources on school safety and security. The intent in providing policy samples is to encourage thinking in policy terms and to provide working papers that can be edited, modified, or adapted to meet local requirements. Policies are presented in three areas of school security and safety: accidents that cause injury, criminal acts against individuals in the schools or against the schools themselves, and other emergencies including fire, storms, student demonstrations, and bomb scares. A bibliography of additional resources on school safety and security is also included.

28. National Urban League. *The Problem of Discipline/Control and Security in Our Schools: Position Paper, Number 1.* New York: 1971. 20 pages. ED 069 827 MF $0.76 HC $1.58.

A survey in the fall of 1969 revealed that of the 51 major cities responding to a questionnaire, only four did not employ their own security officers or use city policemen in daily school operations. It is contended that it is impossible for a favorable climate for learning to be established within this type of environment. Further, it is believed

that this visible manifestation of the problem of security in the schools only represents the surface of a much greater problem. It is the position of the National Urban League (NUL) that security personnel and armed policemen should generally be removed as permanent fixtures in our schools. NUL should call on students, community members, and educational personnel to determine ways to develop a climate for learning in the public and private schools. These groups must form an effective coalition directed toward quality education in an atmosphere of trust, cooperation, and mutual respect. The problem of "security" in the schools is nothing new to the established American educational experience. The use of law enforcement agencies to ensure safety of the children and the smooth operation of schools is deeply rooted in American history. The unchallenged use of more and more security forces in our schools must be reversed.

29. Nielsen, Margaret, editor. "Vandalism in Schools. A $200 Million Dollar Problem." Eugene: Oregon School Study Council, University of Oregon. *Oregon School Study Council Bulletin*, 15, 4 (December 1971). 20 pages, ED 058 646 MF $0.76 HC $1.58. (Limited quantities also available from Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403. $1.50.)

    This report is a compilation of strategies and preventive devices that have been tested by school administrators and found to be effective in the prevention of vandalism. The report discusses which personnel should be responsible for controlling vandalism, describes construction materials, and outlines policies for controlling and deterring vandalism.

30. Parkway School District. *Vandalism. Environmental Ecological Education Project.* Chesterfield, Missouri: [1974]. 183 pages. ED 097 218 MF $0.76 HC $9.51.

    This unit is designed to provide junior high school students with an understanding of the problem of vandalism in an effort to instill positive attitudes toward their environment and to increase their awareness of the impact they can have on the quality of the various environments of which they are a part. It traces the historical origin of the term vandalism to the contemporary problem and includes such concepts as specific values held by vandals, the economic waste resulting from vandalism, and careers related to vandalism. The unit includes the behavioral objectives and the expected student criteria for evaluation, pretests and posttests, suggested methodologies for teaching each concept, and suggested student data sheets.

31. Pritchard, Ruth, and Wedra, Virginia, editors. *A Resource Manual for Reducing Conflict and Violence in California Schools.* Sacramento: California School Boards Association, 1975. 65 pages. ED 108 334 MF $0.76 HC not available from EDRS. (Available from California School Boards Association, 800 Ninth Street, Sacramento, California 95814. $3.00.)

    This booklet was prepared to assist school administrators in developing effective strategies to cope with school violence and vandalism. Various chapters prepared by different authors address different perspectives and aspects of the problem. Topics of the chapters include early prevention, the interagency team concept, management in a

team structure, parent education, a plan for school/agency/community cooperation, programs that are working, and security measures for vandalism and violence control. The final three sections describe two interagency youth service programs, examine the 1974 California law that created the School Attendance Review Board, and present a bibliography of publications and audiovisual materials dealing with school violence and youth service programs.

32. Propst, Robert. *High School: The Process and the Place. A Report.* New York: Educational Facilities Laboratories, 1972. 121 pages. ED 060 547 MF $0.76 HC $5.70. (Also available from Educational Facilities Laboratories, Inc., 850 Third Avenue, New York, New York 10022. $3.00.)

    This report invites examination of what the schoolhouse is and what it can be—an instrument to equip young people to cope with an increasingly complex world, enable them to contribute to the common good, and help them find joy in their own existence. The first section discusses traditional school design and how the knowledge explosion has made the structure and the organization of the school obsolete. The next section considers the values and purposes that an educational facility design should support. The idea of dynamic management of the school environment is proposed in the open space concept, as well as the kind of planning necessary for the successful utilization of open space schools. The concluding section discusses planning procedures for a live environment.

33. Smith, Charles Z. "School Security and Rights of Juveniles." Paper presented at the annual conference of the National Association of School Security Directors, Seattle, July 1975. 29 pages. ED number not yet assigned MF $0.76 HC $1.95.

    After introductory sections on the incidence of crime among juveniles and in the schools, the author concentrates on the rights of students in the schools and in the courts. He traces the historical development of juvenile courts from their original intentions up to the Supreme Court decisions that have granted substantial civil liberties to juveniles. It is noted that not every case of delinquency (based on criminal law violations) need be referred to juvenile court. It is possible that an administrative unit of a school could make appropriate disposition of school-related delinquent acts, provided that the requirements of due process and fundamental fairness are met. If a student is referred outside the school system, it is reasonable to expect that he would be first referred to the juvenile court. If a juvenile is referred to the court, the school must be willing to accept the jurisdiction of the court as controlling.

34. Wells, Elmer. *Vandalism and Violence: Innovative Strategies Reduce Cost to Schools. Education U.S.A. Special Report.* Washington, D.C.: National School Public Relations Association, 1971. 59 pages. ED 058 672 MF $0.76 HC not available from EDRS. (Available from National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209. Stock No. 411-12794, $4.00.)

    This report identifies the causes of disruption, violence, and vandalism; describes various devices and techniques used to improve security; outlines the roles of security

personnel in preventing vandalism; and discusses vandalism-related insurance problems. Student participation and community involvement are presented as two possible methods of discouraging vandalism.

35. Younger, Avelle J. "The Control of Student Behavior." Chapter 4 in *Current Trends in School Law.* (Papers presented at National Organization on Legal Problems of Education annual meeting, San Francisco, November 1973.) Topeka, Kansas: National Organization on Legal Problems of Education, 1974. 7 pages. ED 090 620 Document not available from EDRS. (Complete document available from National Organization on Legal Problems of Education, 825 Western Avenue, Topeka, Kansas 66606. 309 pages. $4.95.)

    The era of massive student disorders seems finally to have ended, but in its wake it has left profound changes that affect the relationship between the student and the law. One immediate consequence of these changes is a new expanded view of student civil rights, particularly those rights at the high school level that did not exist a decade ago. A second consequence is the general order on the campus, which has produced a breathing spell during which some of the underlying causes of student violence can be addressed. In spite of the relative calm, administrators are concerned about the upsurge in vandalism and gang violence. Some positive programs are combatting these violence problems. However, the need is recognized for some changes in existing laws that will give administrators and peace officers more powers to respond to the manifestations of violence.

SUBJECT INDEX

Administrator Guides 1, 12, 26, 29, 31

Administrator Responsibility 29, 34

Adolescence 10, 11

Alternative Schools 16

Annotated Bibliographies 1

Behavior Problems 23

Bibliographies 8, 11, 27, 31

Board of Education Policy 27, 29, 34

Book Thefts 4, 22

Building Design 1, 8, 9, 32

Building Equipment 1, 4, 6, 12

Case Studies 1, 10

Change Strategies 3

Community Involvement 6, 14, 16, 18, 24, 25, 28, 29, 34

Conflict 3, 5

Corporal Punishment 19

Costs 1, 8, 12, 14, 17, 29, 34

Court Cases 19, 25, 33, 35

Crime 3, 4, 5, 6, 7, 10, 11, 14, 16, 18, 20, 24, 25, 28, 33, 35

Delinquency 2, 10, 11, 18, 20, 25, 26, 33

Delinquency Prevention 2, 5, 8, 9, 10, 11, 14, 15, 16, 24, 26, 30, 31

Discipline 3, 19, 24, 25, 28, 35

Educational Environment 27, 28, 32

Electronic Equipment 1, 4, 6, 12

Elementary Schools 1, 2, 3, 6, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 31, 33, 34

Environmental Education 30

Federal Legislation 2, 16, 35

Higher Education 22

Instructional Materials 10, 11, 30

Insurance Programs 12, 13, 14, 21, 34

Junior High Schools 10, 11, 30

Juvenile Delinquency 10, 11, 20, 33

Law Instruction 10, 11

Libraries 4, 22

Literature Reviews 6, 8

National Surveys 2, 4

Organizational Theories 23

Parent Responsibility 19, 26

Police School Relationship 7, 14, 16, 18, 24, 28, 29, 34, 35

Prevention 1, 6, 8, 9, 14, 15, 18, 29

Public Relations 24

Questionnaires 2, 4, 14, 22

School Buildings 1, 6, 8, 9, 12, 13, 14, 32

School Buses 14

School Community Relationship 3, 24, 31

School Construction 1, 6, 8, 9, 12, 13, 14, 29, 34

School Design 1, 8, 9, 32

School Law 10, 11, 27, 28, 35

School Organization 23

School Policy 3, 23, 25, 27, 28

School Responsibility 27

School Safety 6, 21, 24, 25, 27

School Vandalism 1, 2, 4, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 29, 31, 32, 33

Secondary Schools 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35

Security 1, 4, 6, 7, 8, 11, 12, 14, 15, 16, 18, 21, 22, 24, 25, 27, 28, 31, 34

Social Responsibility 10, 11, 30

Socioeconomic Influences 26
State Legislation 2, 31, 35
Stealing 4, 6, 10, 11, 14, 21
Student Alienation 26
Student Participation 6, 18, 23, 34
Student Rights 33, 35
Surveys 5, 14, 23, 25, 28
Teaching Guides 11
Truancy 23
Urban Schools 3, 7, 23, 28
Vandalism 1, 4, 6, 10, 11, 17, 22, 23, 24, 29, 30, 34, 35
Violence 2, 3, 5, 6, 15, 19, 20, 25, 26, 31, 34, 35
Volunteers 6
Youth Programs 10, 11, 20, 31